Texas Education Agency
Standard Application System (SAS)

2018–2019 Transformation Zone Planning Grant

Program authority:	P.L. 114-95; ESEA of 1965, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	January 15, 2018, to July 13, 2018	
Application deadline:	5:00 p.m. Central Time, November 30, 2017	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement. Applications must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2017 NOV 29 PM 3:09 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Division of System Support and Innovation: DSSI@tea.texas.gov; (512) 463-7582	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #			Amendment #	
Spring Branch ISD	101-920				
Vendor ID #	ESC Region #			DUNS #	
746001379	IV			073901662	
Mailing address			City	State	ZIP Code
955 Campbell Road			Houston	TX	77024

Primary Contact

First name	M.I.	Last name	Title
Julie		Hodson	Director, Grants Department
Telephone #	Email address		FAX #
713.251.2274	Julie.Hodson@springbranchisd.com		713.251.2274

Secondary Contact

First name	M.I.	Last name	Title
Tyler		Ream	Associate Superintendent
Telephone #	Email address		FAX #
713.251.2292	Tyler.Ream@springbranchisd.com		713.251.2292

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Scott		Muri	Superintendent of Schools
Telephone #	Email address		FAX #
713.464.1511	Scott.Muri@springbranchisd.com		713.251.7415

Signature (blue ink preferred)

Date signed

11/17/2017

Only the legally responsible party may sign this application.

701-17-106-002

Schedule #1—General Information	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	**Amended**
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
10	Other Operating Costs (6400)		☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Letters of support from community stakeholders	Include letters of support from the superintendent, board chair, and at least one community organization or local funder in support of the LEA applying for the Transformation Zone Planning Grant. The letters must include the specific and measurable commitments that stakeholders will make to support the planning and implementation process. Do not include more than three letters.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that it will work, in good faith, with the Zone Design Partner that TEA identifies for the LEA.
4.	The applicant provides assurance that the superintendent will participate in at least four planning or design sessions with the Zone Design Partner.
5.	The applicant provides assurance that it will identify a full-time project manager to lead the Transformation Zone planning process. The project manager could be an existing employee, such as a Chief Innovation or Transformation Officer or related role.
6.	If one does not already exist, then the applicant provides assurance that it will commit to an aggressive timeline to recruit, select, and hire a dedicated innovation or transformation or similarly titled officer for the LEA and that this officer will be hired by the end of the planning grant period.
7.	The applicant provides assurance that the dedicated innovation or transformation officer or similarly titled person responsible for the Zone effort, will report directly to the superintendent.
8.	The applicant provides assurance that it will submit a Transformation Zone Plan to TEA, in a TEA approved format, for review by May 18, 2018.
9.	The applicant provides assurance that it will submit a final Transformation Zone Plan to TEA, in a TEA approved format, by June 22, 2018. This plan will be the basis for awarding implementation grants.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Provide a brief overview of how the TZ will apply promising practices related to governance, autonomy, partnerships, school redesign, talent, academic supports, or related activities to all LEA campuses. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The district's vision for improving its lowest-performing schools is the Catalyst Initiative. A district-level Academic Performance and Support team led by its Associate Superintendent created the initiative to help the campuses currently rated as Improvement Required move to a Met Standards rating. The initiative was further refined through discussion at Senior Staff meetings and with feedback from IR school principals. Two of the five campuses in the Catalyst Initiative are priority schools which meet the requirement of this grant and are included in this initial planning grant application. An expanded version of Catalyst Initiative will probably include our other three priority and focus schools as well as all high-needs campuses enrolling 60% or more students of lower socioeconomic status. Our desire is to put structures in place that prevent other campuses from being designated as focus, priority or improvement required in the future. To accomplish this, our Zone Design Partner will help us think through the challenges of:
1. Resource Allocation and Support,
2. Governance and Self-Governance, and
3. Robust teacher development and retention strategies.

The team designed Catalyst to accelerate the development of high–quality learning environments that will enable high levels of performance for every stakeholder (student, teacher, leader and parent). We believe this approach will be sustainable as it is an additive approach that builds on the strengths of each campus's personnel and community. We will support the acceleration of student performance by disproportionately allocating resources to Catalyst schools based on their disproportionate needs. The resources will include time, people, funding & priority for schools. All district schools have autonomy over academic and culture programs. Priority means that Catalyst is on all teams' meeting agendas so that we all are thinking constantly about how to support our Catalyst schools. Catalyst is currently building a systemic urgency for developing high-quality learning environments through absolute fidelity to school improvement plans, weekly progress reporting and agendized, real-time problem solving.

Catalyst utilizes a three-pillar approach to ensure that every facet of a school is being supported. Pillar 1 is about Problem of Practice Support, i.e. providing ongoing, just in time feedback on professional practices and supporting campuses in the implementation of their targeted campus improvement plans. In alignment with school-based Texas Accountability Intervention System (TAIS) plans, Catalyst utilizes a collaborative, cyclical process for analyzing student data and utilizing classroom observations to monitor Critical Success Factors (CSFs). Pillar 2 is about Resource Support (time, people, funding and priority). This is an all-hands-on-deck approach to ensure that Catalyst Schools have disproportionate access to available district resources. For example, when we were leveling our classrooms and our schools at the beginning of the year, Catalyst Schools took priority. Or a second example would be allowing Catalyst schools the flexibility to make mid-year budget requests based on need. Pillar 3 is about real time Developmental Supports. Catalyst Schools take absolute precedence in the district's ability to amass developmental supports (instructional, managerial, and operational). Instructional supports are teacher related, in the classroom challenges, especially for new teachers, many of which are temporary supports. Managerial supports are non-instructional campus challenges that campus leaders face. Operational supports include transportation, Child Nutrition Services and other non school site services.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 101-920				Amendment # (for amendments only):	
Program authority: P.L. 114-95; ESEA of 1965, as amended by ESSA, Title I, Part A, Section 1003, School Improvement					
Grant period: January 15, 2018, to July 13, 2018			Fund code: 211		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$0	$0	$0
Schedule #8	Professional and Contracted Services (6200)	6200	$360,000	$0	$360,000
Schedule #10	Other Operating Costs (6400)	6400	$90,000	$0	$90,000
	Consolidate Administrative Funds			☐ Yes X No	
Total direct costs:			$450,000	$	$450,000
Percentage% indirect costs (see note):			N/A	$0	$0
Grand total of budgeted costs (add all entries in each column):			**$450,000**	**$0**	**$450,000**

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	$0
	Specify purpose:	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Qualified Zone Design Partner, matched with LEA by TEA	$200,000
2	Personalized Learnng Expertise (like Transcend Education, CA Group, Ed Elements)	$50,000
3	Turnaround Principal Leadership Coaching Expertise (like Karen Liska)	$40,000
4	Expertise in improving teacher & school leader recruiting strategies (like TNTP)	$30,000
5	TZ Strategic Implementation Support (like Alyssa Whitehead-Bust)	$20,000
6	School leader and teacher development (like Relay Graduate School of Education)	$20,000
7		
8		
9		
10		
11		
12		
13		
14		
b.	Subtotal of professional and contracted services:	$360,000
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$0
	(Sum of lines a, b, and c) Grand total	$360,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 101-920		Amendment number (for amendments only):
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$52,000
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$0
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	$1,000
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	$0
Subtotal other operating costs requiring specific approval:		$32,000
Remaining 6400—Other operating costs that do not require specific approval:		$5,000
Grand total:		**$90,000**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) you intend to serve and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This is a district level grant application. The two campuses that we intend to serve directly through this grant application include two of our priority schools for 2017-2018. They are Treasure Forest Elementary (TFE) and Woodview Elementary (WVE). TFE and WVE are also in their third year of being rated Improvement Required. They are Catalyst Schools based on their IR rating. The other Catalyst schools expected to benefit indirectly from the knowledge learned in this grant opportunity are Spring Branch Elementary School, Spring Woods Middle School and Westwood Elementary, which are Year 1 IR schools. Terrace Elementary is a focus school. We are not including Terrace at this time since it is being served through the district's newly formed School Redesign Collaborative. We are not including our priority schools Spring Oaks Middle and Hollibrook Elementary at this time since student achievement on both of these campuses is increasing. Both were formerly IR schools who met standards in 2016-2017. Also, Hollibrook Elementary receives TTIPS, Cycle 4 funding.

In the 2017-2018 school year, SBISD has four priority and one focus school and five IR schools. Since two of the IR schools are also priority schools, the district has eight poorly rated schools as defined by having the designation of focus, priority and/or IR. The number and percentage of students in these schools is 5,241 representing 14% of the district's 37,780 students . The percentage of students in highly rated schools is 86% as defined as those schools not rated as IR, focus or priority schools.

Each Campus Improvement Team conducted a comprehensive needs assessment and created a written campus improvement plan. The needs assessment process included analysis of the following data: student/campus achievement data (STAAR, TELPAS, DRA), campus attendance, culture and climate survey data, PEIMS data, and group and individual stakeholder experiences (via individual and group interviews of school leadership, faculty and staff, students and families). Starting this year, it will also include formative beginning of the year, middle of the year and end of the year assessment data using the MAP Assessment. Based on the targeted campus improvement plans of TFE and WVE, the district's Senior Staff identified and prioritized these three areas as in need of improvement:
1. Achievement Gaps, which includes needed support for second-language acquisition (bilingualism, bi-literacy) and core subject academic performance (reading, writing, mathematics, science),
2. Teacher turnover and quality and
3. A sustainability plan.

Priority 1, achievement gaps, includes a strategic, intentional support for English Language Learners (ELLs) and a quality dual-language program that results in bilingualism and biliteracy for our Spanish-speaking ELLs. There is also a clear need to continue intensive, rapid improvement in baseline, tier 1 instruction with high quality, personalized instruction in all core subjects.

Priority 2 will be addressed with the help of the district's Talent Department who is currently testing and evaluating the pros and cons of various compensation plans and opportunity culture positions.

Priority 3 will be based on our additive approach of building on campus strengths as well as the reimagining of the roles of campus improvement teams so that members are better prepared to advocate to Board members, the Superintendent and Senior Staff to get the needs at their campuses met.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	**I. ACHIEVEMENT GAPS** In ELL vs Non-ELL and ED vs Non-ED in Reading, Writing, Math, Science **Treasure Forest Elementary (TFE)** Index 1: Student Achievement - 50 of 60 Index 3: Closing Performance Gaps - 24 of 26 Focus is deepening instructional leadership **Woodview Elementary (WVE)** Index 1: Student Achievement - 49 of 60 Index 3: Closing Performance Gaps - 24 of 28 Focus on Reading, Writing & Science	The planning grant would guide us in how to construct sustainable central office support systems that undergird the creation of high-quality learning environments at low-performing campuses. The implementation grant would put resources into TFE & WVE's turnaround strategies based on their targeted improvement plans: TFE and WVE's three turnaround components: 1. Professional Learning Communities 2. Instructional Coaching Cycles / Coaching Teachers using observation feedback protocols 3. Data-Driven Instruction/ Monitoring growth with formative data
2.	**II. PERSISTENT LEADER AND TEACHER TURNOVER** **TFE** has a "first-year-in-the-district" principal with former experience turning around a KIPP IR campus; Of 37 teachers, 16 are new hires - 2 are new to teaching. **WVE** has a first year principal with assistant principal, instructional specialist and teacher experience; Of 42 teachers, 8 are new hires - 5 are new to teaching.	The grant would put resources into the district's talent strategies to minimize the personnel turnover at TFE and WVE. It could allow the Talent Department to further pilot and test opportunity culture positions and differentiated pay structures at TFE and WVE. The Talent team is currently working with EdFuel to establish practices of competency based hiring with an emphasis on hiring employees to help implement and sustain a culture of personalization, of personal accountability and of continual self-improvement
3.	**III. SUSTAINABILITY OF ALL PROGRESS MADE DURING GRANT FUNDED PERIOD** **TFE's baseline** - Year 3 IR school with a TAIS required turnaround plan & a priority school in 2017. **WVE's baseline** - Year 3 IR school with a TAIS required turnaround plan & a priority school in 2017.	The grant program would allow us access to additional thought partners who can help us define the process for reimagining the roles and responsibilities of our Campus Improvement Teams (CITs) to ensure that the strides each campus makes endure past the investment of the grant. We want reimagined CITs at our most vulnerable schools to be our alternative to outsourcing campus management to charter school operators.

	Schedule #14—Management Plan	
County-district number or vendor ID: 101-920		Amendment # (for amendments only):

Part 1: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Identify campuses that will be in the zone	1.	Provide data/needs assessment related to campuses selected	01/15/2018	03/30/2018
		2.	Identify and consider all campuses with 60% or greater of students on free or reduced lunch	01/15/2018	03/30/2018
		3.	Consult with TZ Design Partner	01/15/2018	03/30/2018
		4.			
		5.			
2.	Develop initial zone plan, including governance, management, and specific strategies	1.	Identify Problems of Practice	01/15/2018	02/14/2018
		2.	Plan/take exploratory learning site visits	01/15/2018	04/30/2018
		3.	Plan and host red team meetings to do conceptual design work	01/15/2018	4/30/2018
		4.	Ideate and pilot new strategies	01/15/2018	06/01/2018
		5.			
3.	Solicit and incorporate stakeholder feedback	1.	Hold initial parent overview meetings	2/10/2018	3/9/2018
		2.	Hold internal design team meetings	01/15/2018	06/22/2018
		3.	Have regular progress report outs to schools	01/15/2018	06/01/2018
		4.	Make regular reports to Board of Trustees and public	01/15/2018	07/13/2018
		5.			
4.	Develop TZ plan	1.	Conduct planning kickoff meeting	01/15/2018	02/09/2018
		2.	Provide TEA with a preliminary TZ plan	4/10/2018	05/18/2018
		3.	Provide TEA with a final TZ plan	5/19/2018	06/22/2018
		4.			
		5.			
5.		1.			
		2.			

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Part 2: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our most similar, currently existing effort is Catalyst, our initiative to accelerate the sustainable development of high-quality learning environments at schools with disproportionate needs. We will accomplish this by disproportionately allocating resources (time, people, funding & priority) to these schools. Our current cohort of Catalyst Schools were selected to be part of the initiative based on their Improvement Required rating. Our goal is for the five schools to not be rated as Improvement Required (IR) next year. To maximize the effectiveness of grant funds, our Transformation Zone schools will include all Catalyst schools, with the understanding that these grant funds can only be spent on focus and priority schools. The other Catalyst schools will benefit indirectly from the new knowledge acquired through the TZ Planning Grant. All project participants will remain committed to the project's success because it is part of the work they are currently charged to undertake with the full support of the Superintendent and the Spring Branch Board of Trustees. We believe the conditions are right for the district to create and sustain the expansion of Catalyst (our version of a Transformation Zone) for the following reasons. First, there is massive insight into the barriers to high student achievement at low performing campuses among all Senior Staff members. Second, the district with its District of Innovation status is positioned to remove barriers. Third, our high functioning Board of Trustees is sincerely supportive of Catalyst as stated during a public meeting on October 16, 2017.

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Schedule #17—Responses to TEA Program Requirements	
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TEA Program Requirement 1: Demonstrate how the TZ strategy aligns to and accelerates the broader strategy of the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Spring Branch Community has a strong collective vision created by a 90-member Strategic Planning Committee representing every elementary school feeder pattern in our district. They articulated that vision in the district's Strategic Plan which we call the Learner's Journey. The Learner's Journey challenges us to reinvent, reimagine, and redesign our district so every graduate achieves our T-2-4 goal – successful completion of a technical certification, military service, two-year or four-year degree. We aim to achieve T-2-4 by **PERSONALIZING** the learning experience for the 35,000 plus students we serve.

To clarify what personalization is to all stakeholders, the strategic plans includes this definition "Personalized learning refers to instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner. Learning objectives, instructional approaches, and instructional content (and its sequencing) all may vary based on learner needs. In addition, learning activities are meaningful and relevant to learners, driven by their interests, and often self-initiated." (United States Department of Education). Distilling that definition further, Superintendent Scott Muri shared with principals, directors and other administrators at our 2017 Summer Leadership U the four components of personalized learning on which we are to focus. Those components are:
1. Anywhere, Anytime Learning (Access),
2. Individualized Instruction (Rigor),
3. Holistic, Actionable Data, and
4. Student Voice and Agency.

Our superintendent also announced that the district's goal for the 2017-2018 school year is to personalize learning for 20% of students in 20% of classrooms across 20% of campuses (aka the 20/20/20 goal), with those numbers reaching 50% by the end of the 2018-2019 school year. Beginning with a collaborative cohort model, inspired by our work with Transcend Education, the first 20% of campuses to engage in the work this year will become part of SBISD's first collaborative cohort. Given that unstable, low performing schools need additional support before they can grow to the next level, Catalyst is designed to provide the additional resources needed to build a school's capacity in a way that is sustainable. It is designed to support the Board of Trustees' and the Superintendent's top three priorities - post secondary readiness, student growth and school connectedness.

Phase I of Spring Branch ISD's broader improvement strategy is to establish a strong foundation at each campus with professional learning communities, data analysis and an instructional framework to guide all teaching and learning on that campus. Phase II is for campuses to go participate in a School Redesign Collaborative to complete a redesign process and launch new models of teaching and learning. For the first time in the history of Spring Branch ISD, there is a Research and Design (R&D) division which will provide central office staff to help lead campus principals and their leadership teams through a human centered design process created by Stanford University's Design School. The R & D team with other support staff have created a new School Readiness for Redesign Assessment. The purpose of the redesigns is to meet the needs of all students so that they can maximize their potential and the district can meet its T-2-4 goal. For Catalyst schools, we are redesigning central office supports to increase the amount of resources allocated to low-performing, high-needs schools in a way that will stabilize these schools so that academic gains are achieveable and sustainable. This will prepare these formerly low-performing schools for Phase II, School Redesign, which will take their students to an even higher level of academic achievement.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 101-920	Amendment # (for amendments only):

TEA Program Requirement 2: Articulate why the LEA believes a TZ structure will be effective at transforming the campuses in the zone. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Catalyst is being implemented in SBISD to establish stable high-quality learning environments that will enable high levels of performance for students, teachers, leaders and parents. We believe it will work because we are redesigning school support systems to ensure sustainable access to disproportionate resources (time, people, funding & priority). We believe we will be effective at transforming the campuses in the zone because the conditions are right.

- First, there is massive insight into the breadth of the underlying, recurring barriers to high student achievement at low performing campuses among all Senior Staff members. The Superintendent of Schools is leading the charge to swiftly meet these campuses' needs by agendizing them weekly at his meetings with Senior Staff. This has created a sense of urgency to meet their needs through a focused, collaborative team approach.

- Second, the district with its District of Innovation status is positioned to remove the barriers that do exist, which gives leaders the freedom to creatively brainstorm and test solutions.

- Third, our high functioning Board of Trustees has boldly challenged us to dare to be different. They want us to try new practices that will lead to better outcomes for children. They repeatedly stress our core value of meeting the needs of EVERY CHILD in our district. Our Board President publicly thanked the Associate Superintendent of Academic Performance and Support and his team for designing Catalyst.

- Fourth, our strategic plan supports this initiative. Adopted in April, 2016, our plan challenges us to reinvent, reimagine, and redesign our district so every graduate achieves our T-2-4 goal – successful completion of a technical certification, military service, two-year or four-year degree. We aim to achieve T-2-4 by personalizing the learning experience for the more than 35,000 students we serve. To meet our goal, we MUST change our current practices of support for our schools with disproportionate needs.

- Fifth, our Superintendent is leading a very thoughtful, collaborative approach to problem solving. Culturally, we have begun to follow a "with, not to" design strategy that empowers teachers and school leaders to discover and implement solutions that are relevant to their specific context. This practice is based on the belief that our most compelling problems can be solved by those closest to the action.

- Sixth, we have defined a system of measurement that is comprehensive and unique to our community. It includes measures of post-secondary academic readiness, student academic growth and school connectedness. We have set district goals for our newly defined measures and have aligned campus goals to them.

- Lastly, SBISD's senior staff has high regard for its membership in TEA's System of Great Schools Technical Assistance Network. The feedback it received through its District Readiness Assessment was invaluable.

In summary, we feel that the conditions are right in Spring Branch ISD to create durable, transformational change in focus and priority schools. From a governance perspective, the SBISD Board of Trustees is a strong, stable Board that adopted a strategic plan providing maximum local governmental control under House Bill 1842. In addition, the District Readiness Assessment by Mass Insight spotlighted both a shared understanding of the need and political will to redesign school supports to enable durable, systemic reform. There are strong foundational pieces in place for these efforts. They include a measurement strategy clarifying campus accountability; organizational autonomy that balances essential district services with robust, campus-based autonomy; a school redesign strategy that actively engages communities to create the best possible learning environments for their children; and, early prototyping efforts that showing promising results at providing aligned, customized supports to high-needs campuses and creating flexibility in talent processes. What is missing is a coherent Transformation Zone strategy that a Zone Design Partner could help us develop.

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TEA Program Requirement 3: Explain how the applicant educated key stakeholders about this application for a TZ grant and the TZ strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

On October 16, 2017, at the public meeting held during the Board of Trustees workshop, SBISD Superintendent Dr. Scott Muri announced that the goal is for the five IR schools to NOT be Improvement Required (IR) schools next year. He said that Senior Staff is re-prioritizing their work so that the needs of the five IR schools are the first to be met. Dr. Muri is currently leading a discussion weekly with Senior Staff about how to meet their needs which helps keep these schools in the forefront of everyone's minds.

The Associate Superintendent of Academic Performance and Support, Tyler Ream then presented version one of Catalyst to the Board for discussion. Catalyst is an initiative to accelerate the sustainable development of high–quality learning environments on high needs campuses. The environments will be designed to enable high levels of performance for every stakeholder (student, teacher, leader and parent). The district will develop those environments by disproportionately allocating resources to our schools with Improvement Required ratings.

Catalyst aims to redesign school support systems to ensure sustainable access to disproportionate resources (time, people, funding & priority) for schools with disproportionate needs. Catalyst builds a systemic urgency and priority through absolute fidelity to school improvement plans, weekly progress reporting, as well as agendized, real-time problem solving. Superintendent Ream's team put together this initial plan on how to think differently about supporting the five schools as a pilot, knowing that Catalyst needed to include additional schools.

As a follow up to the presentation of Catalyst to the Board of Trustees and to the public in October, the 2017-2018 Transformation Zone (TZ) Planning Grant was a discussion item on the Board of Trustees Workshop Meeting agenda for the evening of Monday, November 13, 2017. Both meetings were video recorded and posted on the district's website for later viewing by the public. (See https://cms.springbranchisd.com/trustees/Home/Board-Meeting-Videos) The discussion was led by Superintendent Dr. Scott Muri. He started by framing this funding opportunity as a chance for SBISD to answer three big questions:
1. How can we better support and serve the needs of students at low performing, high needs schools?
2. How can we design a talent strategy to support high need schools?
3. How can we think differently about our Campus Improvement Teams?

Board members asked clarifying questions, especially about the district's huge commitment of employee time to participate in planning grant activities. An example of a Trustee's concern was, "How are we making sure that we are not just making more demands on the Catalyst schools?" The reply was that the Associate Superintendent of Academic Performance and Support and his team met with Catalyst principals up front to get their input on how to proceed. One trustee thanked the Superintendent for addressing the reimagining of the role of the Campus Improvement Teams.

It was announced that there is one new, mutually agreed upon, requirement of Catalyst school principals. It is that the Catalyst principals will meet monthly directly with the Superintendent of Schools to have dedicated time with him. The Superintendent of Schools has made Catalyst a weekly agenda item at the senior staff meetings he leads. A report is compiled and issued on Wednesday to Senior staff of Catalyst school level requests. Senior staff has Thursday and Friday to act. Monday, Catalyst is an agenda item at the weekly Senior staff meeting.

SBISD's Superintendent Dr. Scott Muri announced that the goal is for the five inaugural Catalyst schools to not be Improvement Required (IR) schools next year. He made this announcement during the public meeting conducted during the October 16, 2017 Board workshop. He said that Senior Staff is re-prioritizing their work so that the needs of the five IR schools are the first to be met. Two of the five are also priority schools. Planning grant intentions are to expand the number of schools in Catalyst under the guidance of our Zone Design Partner so we are not scaling too quickly.

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TEA Program Requirement 4: Articulate what the applicant hopes to accomplish with the TZ, including but not limited to, changes in campus level operating conditions and campus level outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With Catalyst (the district's version of a TZ), we aim to eliminate the barriers to reaching our district T-2-4 goal. The district's strategic plan adopted in April 2016, challenges us to reinvent, reimagine, and redesign our district so every graduate achieves our T-2-4 goal – successful completion of a technical certification, military service, two-year or four-year degree. We aim to achieve T-2-4 by personalizing the learning experience for the 35,000+ students we serve. While learning is a natural, inevitable human trait, the quality of learning is deeply dependent on conditions. In short, if we get the conditions correct for each child, meaningful learning will occur. While simple in theory, educators understand how difficult, complex, emotional and rewarding this important work can be as we strive to meet the unique needs of every learner.

As a district, we have chosen to measure and monitor four key predictors of postsecondary success. They are postsecondary readiness (achievement), postsecondary readiness (equity), student growth and school connectedness. The district 2017-2018 goals and TFE's and WVE's performance targets that align are:

I. POSTSECONDARY READINESS (ACHIEVEMENT): By June 2018, at least 44% of SBISD students will demonstrate college-readiness through academic performance.
- TFE-60% of students will meet STAAR 2017 standards on ALL tests
  80% of LEP will make at least one full year of growth as measured by TELPAS.
- WVE-10% increase in the number of students who meet standards in Reading & Math;
  65% will approach or meet standard in Reading, 4th grade writing and 5th grade science; Increase in parents' involvement & develop community partnerships.

II. POSTSECONDARY READINESS (EQUITY): By June 2018, SBISD will close existing achievement gaps by at least 5% while all performance improves.
- TFE - 65% of economically disadvantaged students will meet standards on STAAR Reading & Math;
- WVE-Close achievement gaps by 5% between LEP and non-LEP; Increase TELPAS Reading advanced/advanced high performance levels by 20% in grades 2-5.
  Close achievement gap at 30% for economically disadvantaged students.

III. STUDENT GROWTH: By June 2018, at least 50% of SBISD students meet or exceed growth targets as measured by MAP.
- TFE - 55% of students will make one or more years of growth in reading.
- WVE - 70% of students will meet their Conditional Growth Index as measured by MAP;
  10% - 24% increase in 3-5 graders reading at "approaches" performance level;
  29% increase in students writing at the "approaches" performance level.

IV. SCHOOL CONNECTEDNESS: By June 2018, at least 62% of SBISD students will feel connected as individuals and learners.
- TFE - 100% of teachers will use Project CLASS social skills curriculum daily and a common behavior management system that focuses on restorative justice and keeping kids in class.
- WVE - 80% of students in grades 3-5 will report a connection to their school experience.

SBISD is a microcosm of Houston, Texas and in many ways, our nation as a whole. In Spring Branch, we have faced the statistical reality that significant gaps exist in the performance of the students we serve. To address the needs of our most vulnerable schools, we will allocate resources disproportionately based on need, strengthen instructional leadership at all levels, improve our talent pipeline and reimagine the roles of our campus improvement teams.

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TEA Program Requirement 5a: Select up to two key zone strategies the applicant intends to prioritize and use with campuses in the zone. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Identifying and partnering with high quality charter management organization(s) to operate one or more campuses in the zone.

☐ Identifying and matching campuses with high quality external school support or improvement organizations.

☐ Redesigning the campuses in the zone, in partnership with external organizations that specialize in school design, to provide a better set of educational options.

☒ Other locally developed and evidence-based strategies

☒ Developing a method of ensuring the highest quality teachers and leaders work in the campuses in the zone.

TEA Program Requirement 5b: Explain why these two specific strategies have been prioritized and what steps have been taken to implement them. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Under the direction of the Associate Superintendent of Academic Performance and Support, the first locally developed strategy aims to redesign school support systems to ensure sustainable access to disproportionate resources (time, people, funding & priority) for schools with disproportionate needs. (All district schools have autonomy over academic and culture programs.) The Catalyst Initiative builds a systemic urgency and priority through:
1. absolute fidelity to school improvement plans,
2. weekly progress reporting and
3. agendized, real-time problem solving.

Catalyst utilizes a three-pillar approach to ensure that every facet of a school is being supported. Pillar 1 is about Problem of Practice Support, i.e. providing ongoing, just in time feedback on professional practices. In alignment with school-based Texas Accountability Intervention System (TAIS) plans, we will utilize a collaborative, cyclical process for analyzing student data and utilizing classroom observations to monitor Critical Success Factors (CSFs) Pillar 2 is about Resource Support (time, people, funding and priority). It is an all-hands-on-deck approach to ensure that Catalyst Schools have disproportionate access to available district resources. Pillar 3 is about real time Developmental Supports – As an everyday district priority, Catalyst Schools will take absolute precedence in the district's ability to amass developmental supports (instructional, managerial, and operational). The is an additive approach to school improvement, which will be sustainable with the support of reimagined Campus Improvement Teams that have demonstrated the competencies needed to complete their roles.

Under the direction of the Associate Superintendent of Talent and Operations, the second strategy is developing a method of ensuring the highest quality teachers and leaders work in the Catalyst schools. We understood from the 10/12 webinar, that this strategy means providing incentives to teachers to work in the zone. Since compensation packages are still at the discussion stage, it is too early to report on any results. What we can share is that SBISD is one of three Texas district grantees (the only one in Houston) implementing the Opportunity Culture (OC) model for paraprofessionals and two teacher leader positions – Multi-Classroom Leaders, and Expanded Impact Teachers. Through OC, we will extend the reach of our very best teachers to impact more students while providing leadership opportunities through job-embedded experiences. The selection process for these positions includes data submission of prior excellence, an online video interview (HR), campus level interviews and performance tasks. SBISD is moving toward an aligned, competency-based talent strategy. Eventually, recruitment strategy, robust job descriptions, marketing, onboarding, developing/professional learning and evaluating/providing feedback will be grounded in this competency-based structure, not only for school leaders, but for employees across the system.

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TEA Program Requirement 6: Describe the actions the applicant has already taken to build talent pipelines that will benefit campuses in the zone. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There is a need to build talent pipelines that is greater than the need of just focusing in on low performing campuses. As pointed out in the 2017 District Readiness Assessment prepared by Mass Insight Education, "In a few years' time, there will be a significant gap in availability of SBISD school leaders due to retirements. Currently, there is no "bench" of school leaders ready to step up to fill the vacancies, nor is there a clear strategy for creating such a bench." To respond to this overwhelming need, one of SBISD's priority work streams focuses on Extraordinary People strategies. To recruit, retain, and develop top talent, we must re-engineer talent systems to:

- Identify the best in class talent and grow it;
- be competency-based;
- transform professional learning to emphasize job-embedded experiences, coaching and feedback, and flexible career pathing;
- build a personalized professional learning infrastructure within a culture of opportunity that leverages flexibility and
- Create appraisal and evaluation systems that align with job descriptions.

To develop talent pipelines, we have been working with EdFuel, a non-profit organization that provides leadership and talent development tailored to the rapidly evolving K-12 education sector. We engaged with EdFuel as a thought partner to help us build competency maps and to help us learn how we might best recruit, develop, grow and retain talent for SBISD – given the unique context of our district. Specifically, with the support of EdFuel, we have:

1. Begun developing competency maps to which all talent systems will align;
2. Created new leadership development trainings for aspiring leaders; and
3. Began building a data system to track the effectiveness and sustainability of our talent strategy.

We have new, locally defined district goals to which we have aligned campus goals. We will hold campuses and students accountable for meeting these goals. The metrics include postsecondary readiness (both achievement and gap reduction), academic growth and school connectedness. The multiple measurements to track the attainment of these goals are both formative and summative and go beyond STAAR. All employee evaluations will be tied to these measures to assure short-term and sustainable long-term improvement.

As for the hiring of principals, we now have clarity in the steps of the process. We clearly defined the logistics that HR owns and the content and screening that the Division of Academic Performance and Support division is responsible for. Administrators from each Division meet at least weekly to connect and address any comments or concerns. Additionally, we have consistency in the screening of resumes, and the pre-screening activity. We have at least three raters, all of whom have been campus principals before accepting their Central Office positions. Our ratings are calibrated to ensure objective and fair selection. We are more strategic with selecting which sitting principals and core directors will be interviewing candidates who made it past the first two steps of the selection process.

To groom assistant principals as potential candidates for the principalship, the Associate and Community Superintendents of the Academic Performance and Support Division are meeting monthly with them as a cohort, including them on instructional walks and working with them individually to put their work in context. This will help them progress in their careers which will open up additional opportunities of interest to them.

We aligned our teacher competencies to T-TESS since T-TESS is the evaluation method we use. Next, we plan to work with an entity specializing in talent recruitment to evaluate our current recruiting strategies and to make a plan with how to improve them. Finally, we plan to work with national experts to build a more systematic approach to teacher and school leader development.

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Schedule #17—Responses to TEA Program Requirements

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TEA Program Requirement 7: Articulate the qualifications of staff and any contracted services or consultants, in addition to the TEA-matched Zone Design Partners, referenced in Schedule #8 – Professional and Contracted Services that will support the planning grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We seek partners that exhibit a belief system that supports the Learner's Journey (our strategic plan). We want partners, like Transcend Education, that probe our thinking and facilitate the connections to job-embedded learning experiences that build our capacity to establish bold visions. We want partners that specialize in personalization like Education Elements and CA Group. We want all of our partners to coach us and give us feedback. We want the same personalized education that we will create for our students.

Since our 2017 District Readiness Assessment cites that:
1. There is a clear vision to continue transitioning from a one-size-fits-all school management approach to high-leverage oversight, innovation, and support activities;
2. School leaders have budgeting autonomy within staffing and discretionary funds;
3. While there is an internally defined vision for school autonomy, it has not yet been communicated or operationalized at the school level fully; and
4. The district should consider and define the differentiated supports and flexibilities these schools will need at they become ready for redesign,

we want to have conversations with partners who have expertise in TZ Strategic Implementation Planning including shifting more resources and autonomy to the school level and creating a lean, more responsive central office;

We believe we can catalyze and accelerate positive change in the system and achieve our goal by investing in professional learning in the following areas:
- Leadership (TZ Strategic Implementation Support and Turnaround Principal Leadership Coaching),
- Learning Innovation Culture (teacher and school leader recruiting strategies),
- Teacher Readiness (school leader and teacher development) and
- Alignment/Investment on Personalization (personalized learning expertise).

In the realm of developing human capital, SBISD currently has a 2017-2018 contract with EdFuel to support reimagining the current talent system for every employee including staffing, recruiting, onboarding, evaluation, personalized development and compensation. The district's intention is to create a personalized learning environment for staff that reflects the Spring Branch ISD vision of personalized learning for every child. We think the work specific to serving our highest need, lowest performing schools will be covered under our current contract.

To supplement that work, the district desires the services of an entity with national expertise in this, such as TNTP (The New Teacher Project), who can take a deep dive with us into our current recruiting strategies to evaluate their quality and to help us understand what changes to take to improve them. We think it is realistic to plan that will work for the next six months. Starting, in the 2018-2019 school year, we would like to plan and launch a multi-year project to build programming for teacher and school leader development with an entity with national expertise, such as Relay Graduate School of Education. We would like to start initial conversations now so the work is part of a comprehensive, coherent strategy.

The principal of Hollibrook Elementary, a TIPPS, Cycle 4 school just announced she is retiring in December and plans to become a consultant working with principals of struggling schools. We believe that hiring someone like her that has the practical experience of successfully turning around four schools in two different districts would add value to making the connections between theory and practice and accelerate the planning process of improving central office support systems without having to pull currently seated principals off their campuses.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 101-920		Amendment number (for amendments only):		

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
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Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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	Schedule #18—Equitable Access and Participation (cont.)			
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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish collaborations with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 101-920		Amendment number (for amendments only):		

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community collaborations	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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County-District Number or Vendor ID: 101-920		Amendment number (for amendments only):		

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			
Z99	Other barrier	☐	☐	☐
	Other strategy			

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Dr. Scott R. Muri
Superintendent of Schools

Spring
Branch
Independent School District
Inspiring minds. Shaping lives.

November 15, 2017

Dear Application Review Committee:

On behalf of the Spring Branch Independent School District, I give my absolute support of our district's Transformation Zone Planning Grant application. SBISD has already started this work through the creation of Catalyst, an initiative which gives zone campuses autonomy over people, time, money and priority. Priority means all central office support services are provided first to our Catalyst Schools. Our schools have autonomy over their academic programs within our instructional framework.

We are interested in expanding our Catalyst Initiative through this opportunity. The three big questions our central office staff want to explore with a Zone Design Partner are:

1. How can we more effectively support and serve our high needs campuses?
2. How can we design a strategy to attract and retain staff at high needs campuses?
3. How can we redesign our current Campus Improvement Team (CIT) structure so that our CIT members know how to better advocate for the needs at their campuses?

Working with a Zone Design Partner would help us design a coherent, sustainable strategy. We are currently discussing the possibility of piloting district level Opportunity Culture positions in addition to campus level ones. We are currently working with EdFuel on our talent strategies to develop competency-based hiring practices.

In support of this project, I commit to keeping the Catalyst Initiative as a weekly agenda item for discussion with my Senior Staff. I also commit to meeting monthly with the Catalyst school principals to monitor this project.

Thank you for considering Spring Branch ISD for this opportunity to provide additional resources to our Transformation Zone campuses!

Sincerely,

Scott Muri, Superintendent
Spring Branch Independent School District

November 15, 2017

Dear Application Review Committee:

On behalf of the Board of Trustees for the Spring Branch Independent School District (SBISD), I am pleased to support our district's Transformation Zone Planning Grant application. We understand that this is a rare opportunity to plan with national experts on how to intensify our central office support of high needs campuses.

As a Board, we understand that using $200,000 in a six month planning period for the expertise of a Zone Design Partner (ZPD) is a significant investment. It means that our central office administrators and support staff will be spending a lot of their time on this project. Our expectation is that this commitment will accelerate the quality of their work and build their own capacity to lead this initiative once the partnership is over.

We understand that SBISD is applying on behalf of Catalyst, its new initiative to group multiple low-performing campuses together and provide these campuses with autonomy over people, time, money and academic programs. The ZDP would further build the knowledge of our senior staff who are in the process of developing these support strategies now:
1. Redesigning central office services provided to high-needs campuses,
2. Attracting and retaining talent at high-needs campuses, and
3. Restructuring our campus improvement teams at high-needs campuses.

Our SBISD Board of Trustees commit to monitoring our local student outcome measures for this project which fall into the categories of post-secondary readiness (both achievement and gap reduction), student growth and school connectedness.

Thank you for considering Spring Branch ISD for this transformative opportunity.

Sincerely,

Karen Peck, President
SBISD Board of Trustees

November 15, 2017

Dear Application Review Committee:

On behalf of the Spring Branch Education Foundation members and Board, I am pleased to support our district's application to the Texas Education Agency for the 2018-2019 Transformation Zone Planning Grant. We understand that the three key tenets of the zone strategy that SBISD senior staff will explore and act upon include the discussion and redesign of:

1. Central office supports to better serve high-needs campuses,
2. Strategies that attract and retain talent at high-needs campuses, and
3. Restructuring of Campus Improvement Teams so that advocacy increases for high-needs campuses.

We also understand that this work will be an expansion of the district's Catalyst initiative presented publicly at the Trustees' October workshop. Central office staff give Catalyst schools priority when responding to needs-based requests. The Catalyst initiative gives high-needs campuses autonomy over people, time, money, and academic programs.

Each year, the Foundation calls for grant applications, up to $5,000 each, from any of its 46 school campuses. When making funding decisions, the Foundation will follow the district's lead in considering the Catalyst schools' needs first.

Thank you for considering Spring Branch ISD for this opportunity to fund strategic planning for Transformation Zone schools!

Sincerely,

Cecilia Thompson, Executive Director
Spring Branch Education Foundation